COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

This instruction used in combination with AFI 36-2201, Volume 1, *Training Development, Delivery, and Evaluation,* establishes procedures and responsibilities for assessing the quality of basic military training (BMT) and technical training. It applies to the Inter-American Air Force Academy (IAAFA), Air Force Reserve Command (AFRC) and Air National Guard personnel or units, technical training administered at Air University (AU) Eaker Center, and training groups aligned under the Second Air Force (2 AF) involved in managing, developing, and conducting BMT and technical training within AETC. Commanders at these locations are responsible for implementing this instruction. This instruction requires collecting and maintaining information protected by the Privacy Act of 1974 authorized by Title 10, United States Code, Section 8013. System of Records notice F036 AF PC Q, *Personnel Data System*, applies. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with Air Force Manual (AFMAN) 33-363, *Management of Records,* and disposed of in accordance with Air Force Records Information Management System (AFRIMS) Records Disposition Schedule (RDS), located at **https://www.my.af.mil/gcss-af61a/afrims/afrims**/. See attachment 1 for a glossary of references and supporting information.

Commanders responsible for implementing this instruction may supplement this instruction to establish specific implementing procedures. All 2 AF units will send waiver requests, suggested changes, and proposed supplements through their training group or wing to 2 AF/DS, 721 Hangar Road, Suite 102, Keesler AFB MS 39534-2804 with a courtesy copy to the Technical and Basic Military Training Standards and Policy Branch (HQ AETC/A3PV), 1 F Street, Suite 2, Randolph AFB TX 78150-4325 for review. The 2 AF will then forward inputs to HQ

AETC/A3PV for final coordination of supplements and/or approval of waivers by HQ AETC/A3P. Refer recommended changes and questions about this publication to the Office of Primary Responsibility using the AF Form 847, *Recommendation for Change of Publication*; route AF Forms 847 from the field through the numbered Air Force. (AF Form 847 is prescribed in AFI 11-215, *USAF Flight Manuals Program (FMP)*. Refer to that publication for guidance on filling out the form.) Submit requests for waivers to any requirement stated in this instruction in accordance with guidance in AFI 33-360, *Publications and Forms Management.* (**Note:** A waiver remains in effect until the approving official cancels it in writing, or revises the publication. When the publication is revised, the requester must renew the waiver.) See Attachment 1 for a glossary of references and supporting information used in this publication. The use of the name or mark of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the Air Force.

SUMMARY OF CHANGES

This IC changes the name of the Quality Assurance (QA) program to Training Assessment (TA) program to reduce confusion created with use of the term QA in relation to other QA programs and requirements (paragraphs: 2.1, 5.2.1, 6 through 6.1.1.2, 6.2, 6.3, 6.3.1, 10.4.13 and Attachment 1) clarifies the 517 TRG will comply only with paragraph 6 by establishing a limited group TA program in a supplement to this instruction (paragraphs: 2.1, and 6); clarifies Air University (AU) Eaker Center and 737 TRG (BMT) are not required to establish a TA Program (paragraphs: 2.1 and 6); updates motivational training (MT) end-of-course (EOC) survey questions for BMT (paragraph 3.2); establishes the AETC Technical and Basic Military Training Evaluation Community of Practice (CoP) and procedures for posting and notification of evaluation reports on the CoP (paragraphs: 3.3.2, 4.5.3, 5.1.2.5, 10.2.2, 10.4.4, 10.4.8, and 10.5.1); adds requirement for training groups to provide post grad survey target population information to AETC/A3PV (paragraph 4.1); updates the officer and enlisted graduate assessment surveys (GAS) and follow-up procedures (paragraph 4.5.4 and Attachment 8); deletes references to GAS Executive Summary format pending availability in TTMS (paragraphs 4.5.3, 10.4.4 and Attachment 9); deletes use of AETC Form 1610 (paragraphs 4.6.2 and 11); updates BMT quarterly and semi-annual trend analysis procedures (paragraphs 5.1.4.2, 10.5.1, and 10.5.2); establishes specific procedures for validation, evaluation write-ups, and deficiency corrective actions for evaluations conducted by 2 AF Stan/Eval (paragraphs 5.2.2.1, 5.2.2.2, and 5.2.5 through 5.2.5.2.2); adds requirement for 2 AF Stan/Eval to post reports to the 2 AF/TTOC CoP (paragraph 5.2.4); clarifies training group TA Program requirements, adds procedures for geographically separated units (GSU), and describes TA evaluation exemption criteria during HQ AETC/IG or 2 AF Stan/Eval inspections (paragraphs 6, 6.1.1, 6.1.1.1.6, 6.3.1, and 6.3.2); corrects Field Evaluation Questionnaire Summary (FEQS) format by deleting Average Time Per Student to Complete Course (Attachment 11); and updates office symbols and references throughout.

This instruction used in combination with AFI 36-2201, *Air Force Training Program,* establishes procedures and responsibilities for assessing the quality of basic military training (BMT) and technical training. It applies to the Inter-American Air Force Academy (IAAFA), Air Force Reserve Command (AFRC) and Air National Guard personnel or units, technical training administered by Air University (AU) Eaker Center, and training groups aligned under the Second

Air Force (2 AF) involved in managing, developing, and conducting BMT and technical training within AETC. The 517 TRG will comply only with paragraph 6. Paragraph 6 does not apply to the AU Eaker Center and BMT. Commanders at these locations are responsible for implementing this instruction. This instruction requires collecting and maintaining information protected by the Privacy Act of 1974 authorized by Title 10, United States Code, Section 8013. System of Records notice F036 AF PC Q, *Personnel Data System*, applies. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with Air Force Manual (AFMAN) 33-363**,** *Management of Records,* and disposed of in accordance with Air Force Records Information Management System (AFRIMS) Records Disposition Schedule (RDS), located at **https://www.my.af.mil/afrims/afrims/afrims/rims.cfm.** See attachment 1 for a glossary of references and supporting information.

Commanders responsible for implementing this instruction may supplement this instruction to establish specific implementing procedures. All 2 AF units will send waiver requests, suggested changes, and proposed supplements through their training group or wing to 2 AF/DS, 721 Hangar Road, Suite 102, Keesler AFB MS 39534-2804 with a courtesy copy to the Technical and Basic Military Training Standards and Policy Branch (HQ AETC/A3PV), 1 F Street, Suite 2, Randolph AFB TX 78150-4325 for review. The 2 AF will then forward inputs to HQ AETC/A3PV for final coordination of supplements and/or approval of waivers by HQ AETC/A3P. Refer recommended changes and questions about this publication to the Office of Primary Responsibility using the AF Form 847, *Recommendation for Change of Publication*; route AF Forms 847 from the field through the numbered Air Force. (AF Form 847 is prescribed in AFI 11-215, *USAF Flight Manuals Program (FMP)*. Refer to that publication for guidance on filling out the form.) Submit requests for waivers to any requirement stated in this instruction in accordance with guidance in AFI 33-360, *Publications and Forms Management.* (**Note:** A waiver remains in effect until the approving official cancels it in writing, or revises the publication. When the publication is revised, the requester must renew the waiver.) See Attachment 1 for a glossary of references and supporting information used in this publication. The use of the name or mark of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the Air Force. **Note:** Throughout this publication AU Eaker Center must comply with the same requirements as technical training groups except where specified.

1. Purpose of Training Evaluation. Training evaluation provides the basis for determining the quality of training. Evaluations are conducted as a part of the Instructional System Development process to examine the effectiveness and efficiency of the training program. Refer to AFI 36-2201, AFMAN 36-2234, *Instructional System Development,* and AFH 36-2235, Volume 9, *Information for Designers of Instructional Systems: Application to Technical Training,* for additional guidance.

2. Training Evaluation Program (TEP):

2.1. Each training group will establish a TEP to provide a medium for collecting relevant course data that can be used to identify training improvement opportunities. The TEP will include, as a minimum, internal feedback (paragraph 3) and external feedback (paragraph 4). Technical training group TEPs will include a TA program (paragraph 6). BMT TEP will include a standardization and evaluation program instead of a TA program. The TEP will identify and track metrics (paragraph 7) which show the quality of training support provided

and effectiveness of training methodology. **Note:** Due to unique mission requirements, the 517 TRG is only required to establish procedures for a limited TA Program in a supplement to this instruction. The AU Eaker Center is exempt from the TA Program requirement.

2.2. Where installed and operational, use the Technical Training Management System (TTMS) for all unclassified formal technical and BMT training related functions to include course development and delivery, instructor and student management, resource management, and course evaluation. For courses containing classified information, enter all unclassified course information necessary to complete adequate student accounting when developing courses in the TTMS course development software. Use automated products produced by TTMS, if available. Forms generated electronically by these systems may be used in lieu of prescribed forms.

3. Internal Feedback. Internal feedback is a self-evaluation to determine if training accomplishes the instructional objectives effectively. It helps commanders, supervisors, and instructors improve course and unit support; identifies outstanding instructors, facilities, and equipment; and allows students to attain a sense of participation and responsibility for improving training programs.

3.1. **Program Requirements.** Each training group will establish an internal feedback program. The program will include, as a minimum, such areas as student feedback, measurement review, elimination and washback trend analysis, and instructional review. AETCI 36-2203, *Technical and Basic Military Training Development,* contains minimum requirements for measurement and instructional review. AETCI 36-2215, *Technical and Basic Military Training Administration*, contains minimum requirements for elimination and washback trend analysis.

3.2. **Student Feedback**. Each training group will establish a student feedback program. At a minimum, each training squadron and faculty development flight (or equivalent unit) will participate in the program. The program is intended to obtain constructive comments on training, training environment, and base support. To standardize the collection of end-of-course (EOC) feedback for resident courses to include training detachments, technical training groups will use the TTMS EOC, if available, or the sample survey at Attachment 2. (See TTMS EOC Handbook for additional system procedures.) Training groups may modify the survey at Attachment 2 to meet their individual needs (for example, add questions). However, to standardize data collection, the survey must contain (as a minimum) the same questions with the supporting rating scale in Attachment 2. AETC Form 736, *Student Feedback*, may also be used to obtain student feedback. **Note:** Courses using motivational training (MT) must document the use of MT in the Remarks section of the AETC Form 449, *Course Chart*. Technical training courses using MT will add the following question to resident technical training EOC student feedback surveys for these courses: **Did motivational training used in the course improve your motivation?** BMT will add the following two questions for MT to the BMT EOC: **Did your MTI(s) use push-ups, flutter kicks, or four count squat thrusts as motivation?** and **Did the motivation exercises help you to become more motivated or help to correct my deficiencies?** (AETC Form 449 is prescribed in AETCI 36-2203. Refer to that publication for guidance on filling out the form.)

3.2.1. Commanders will appoint student feedback monitors, in writing, to manage the program. Training groups will establish procedures for maintaining, tracking, and follow-up of student feedback to ensure responses are timely and appropriate. **Note:** Each training group serviced by a HQ AFRC/A1K liaison office must also include procedures for forwarding student feedback received pertaining to their liaison offices. As a minimum, when AETC Forms 736 are submitted by students attending AETC technical training courses regarding quality of service received by HQ AFRC/A1K liaison offices, the training group will forward the forms to HQ AFRC/A1K for review and necessary action. The forms can be mailed to HQ AFRC/A1K, 155 2d Street, Robins AFB GA 31098-1635, or faxed to Defense Switching Network (DSN) 497-0370.

3.2.2. Each course will include a briefing on the student feedback program as part of the orientation unit and allow time in each class prior to graduation, for students to participate in a course critique, as required in AETCI 36-2203. Encourage all students to submit feedback on any aspect of training at any time to identify opportunities for training or support improvement. Feedback monitors will ensure replies to students/classes are provided when requested. When possible, use EOC feedback to summarize recommendations from graduating students.

3.3. **Type 6 Student Feedback.** To standardize the collection of EOC student feedback for Type 6 distance learning (DL) courses, training groups will use the sample survey at Attachment 3. Training groups may modify the survey at Attachment 3 to meet their individual needs (for example, add questions, use paper or electronic format). However, to standardize data collection, the survey must contain (as a minimum) the same questions with the supporting rating scale in Attachment 3. Type 6 courses may use any available method (on-line, electronic, and paper) to collect EOC student feedback data. For web-based Type 6 surveys, training groups will include the web site in Type 6 course materials and courseware.

3.3.1. Training groups will establish procedures for maintaining, tracking, and follow-up of Type 6 student feedback to ensure responses are timely and appropriate. As a minimum, forward any specific questions rated disagree or strongly disagree to the appropriate training manager. Process any request for a response the same as a customer service information process (CSIP) inquiry.

3.3.2. Training groups will prepare a semi-annual report on Type 6 student feedback, using the report format at Attachment 4. (**Note:** If there are several Type 6 course reports, a cover memo signed by the training group commander will suffice in lieu of the commander signing every individual report.) TRGs will post the report to the AETC Technical and Basic Military Training Evaluation CoP at **https://www.my.af.mil/afknprod/community/views/home.aspx?Filter=AE-ED-00-53** not later than 15 August for the period of January through June and 15 February for the period July through December and notify HQ AETC/A3T, A3PV, and 2 AF/TTOC it is available for review. Reports must include data collected on the 25 mandatory questions and on any additional questions the group may have added to the feedback survey. Report data by course and include, as a minimum, the number of graduates in the reporting period, the number of graduates responding, the number of questions with an overall rating of less than 90 percent, a summary of findings with corrective actions taken or planned, and an attachment with the percentage of graduates who responded to each possible response to the questions. *EXCEPTION:* Questions 11 through 15 are exempt

from the 90 percent rule because AETC schoolhouses have no direct control over these items for units outside of AETC. However, data, comments, and any applicable corrective actions must be annotated. (Refer to AFI 36-2201, Attachment 17, for Type 6 DL POC responsibilities to follow-up and provide status of discrepancies falling under receive site's purview.) **Note:** This report is exempt from the Reports Control Symbol (RCS) requirements according to AFI 33-324, *The Information Collections and Reports Management Program; Controlling Internal, Public, and Interagency Air Force Information Collections,* paragraph 2.11.12.

3.3.3. HQ 2 AF/TTOC will monitor Type 6 DL student feedback reports for trends and assist training groups in resolving issues, as necessary. 2 AF/TTOC will ensure trends outside 2 AF's span of control are forwarded to the HQ AETC/A3T training pipeline manager (TPM) for assistance in resolving, with a courtesy copy to HQ AETC/A3PV.

4. External Feedback. External feedback provides an indication of the graduate's ability to perform tasks required in the career field. In addition, external feedback may indicate the need to revise training standards or courses to improve training quality, add technology, and/or identify skills and knowledge where training might be reduced or increased. All training standard changes are made according to AFI 36-2201 and AETCI 36-2203.

4.1. **Feedback Procedures.** Each training group will establish an external feedback program. Areas such as occupational analysis reports (OAR), subject-matter expert (SME) feedback, field interviews (FI), CSIP, Graduate Assessment Surveys (GAS), field evaluation questionnaires (FEQ), and field evaluation questionnaire summaries (FEQS) should be used as appropriate. **Note:** Due to unique mission requirements, IAAFA and BMT are waived from using OARs, CSIP, GASs, FEQs, and FEQSs. Instead, IAAFA and BMT will establish procedures for an external evaluation program in a supplement to this instruction. The BMT program will include the Airman Performance Survey (APS). Upon request from AETC/A3PV, training groups will provide information for post graduate surveys (GAS, FEQ, etc.) to submit a request required to obtain a survey control number (SCN) IAW AFI 38-501, *Air Force Survey Program.* Information requested normally consists of a list of projected courses with applicable target survey population for a specific time period.

4.2. **Occupational Analysis Reports (OAR).** AETCI 36-2601, *Occupational Analysis Program,* contains policy on OARs. Review OARs to compare the current career field education and training plan (CFETP) or course training standard (CTS) with feedback from the field. Feedback from SMEs who attend utilization and training workshops (U&TW) and results of the specialty knowledge test/career development course (SKT/CDC) compatibility critique helps ensure course content is current.

4.3. **Field Interview (FI).** FIs provide data on both currency and effectiveness of courses. When planning onsite visits, evaluators/interviewers should contact the base education and training manager at each selected installation to coordinate plans for the FIs. Interviews should not conflict with planned inspections and exercises at onsite locations. Evaluators/interviewers should interview course training personnel in the career fields being evaluated prior to conducting FIs to gain an understanding of any existing or unique career field peculiarities. Samples of FI guides (for supervisors and graduates) are at Attachment 5. Any specific request for information or clarification contained on a FI response that cannot

be immediately answered by the interviewer will be processed the same as a CSIP inquiry or if necessary, within 5 workdays after return from TDY.

4.3.1. Third party interviews, such as those by education and training managers, course personnel, or interviews conducted by any other technologically advanced means of direct communication may also be used. A copy of the FI guides should be available for use in third party interviews and feedback obtained should be sent to the training group evaluation office. The same procedures for answering requests for information or clarification as listed in paragraph 4.3 will be used.

4.3.2. Training groups will establish procedures to route FI feedback to appropriate offices and implement follow-up procedures to ensure concerns or problems identified are tracked and corrected.

4.4. **Customer Service Information Process (CSIP).** The CSIP consists of the customer service information line (CSIL) and any other written method by which the field communicates to a training group to ask questions or express concerns or problems with training received. Groups will establish a tracking mechanism to monitor use and follow-up action of CSIP inquiries and implement procedures to ensure problems identified are tracked and corrected. As a minimum, the tracking mechanism should include date of inquiry, how the inquiry was received, and satisfaction results. Track the field's concern using a locally developed template similar to Attachment 6.

4.4.1. The CSIL is a telephone system by which any field user can communicate directly with the appropriate training group concerning training issues. Each training group will establish a dedicated phone line for such purposes and will acquire and install an answering machine for non-duty hour service of the line. Groups will contact the caller to obtain all relevant information necessary to effectively answer the caller's inquiry.

4.4.2. Each training group will provide answers to inquiries as soon as possible, but not later than 5 workdays after contact with the caller or receipt of written inquiry. Each group will establish routing procedures to ensure the person most qualified to answer the inquiry prepares the reply. If a phone answer is appropriate, the person preparing the answer will call the requestor with the reply. Answers to significant training issues (such as changing course content, proficiency level, or length of a training program) or problems will be in writing. The group evaluation office will review the written replies and keep copies of these replies. Copies will also be sent to the appropriate Air Force career field manager (CFM), major command (MAJCOM) Air Force specialty (AFS) functional manager, AETC TPM, and 2AF/TTOC.

4.4.3. To enhance customer satisfaction, send a customer satisfaction survey to the originators of inquiries to significant training issues. (A sample is at Attachment 7.)

4.5. **Graduate Assessment Surveys (GAS).** Use the GAS to gather customer feedback on Air Force enlisted and officer graduates (to include Air Force Reserve Command [AFRC] and Air National Guard [ANG]) of initial skill Types 3, 5, 8, 9, A, B, and C courses (AB/OB in 3d and 4th position of course number).

4.5.1. Training groups will use TTMS to send notification to complete a GAS to the gaining base's education and training manager for distribution to a graduate's supervisor or trainer or directly to the graduate's supervisor (whatever route is most efficient) approximately 90 calendar days after the graduation month. (See TTMS GAS Handbook for additional system procedures.) For courses experiencing extenuating circumstances affecting collecting usable graduate data (for example, unique assignments delaying graduates from performing on the job or a backlog of obtaining security clearances), the timeframe may be extended up to 120 calendar days after the graduation month. Document the reasons for extending the 90-day timeframe and send copies of the documentation to HQ AETC/A3PV and 2 AF/TTOC. The enlisted and officer GAS will contain the core questions as reflected in each of the samples at Attachment 8. The notification will include a request to reply within 30 calendar days. **Note:** Due to unique requirements, the ANG and AF Reserve will be allowed 90 days to complete the GAS for their personnel.

4.5.2. GAS are considered overdue if not received 30 calendar days after mailing for active duty and 90 calendar days after mailing for AF Reserve and ANG. Training groups will establish follow-up procedures to maximize the number of surveys returned. Conduct a minimum of two follow-ups on a maximum of a 30 calendar day cycle for all GAS not completed. Retrieve and store data in a format that allows retrieval by course, Air Force specialty code (AFSC), date, and MAJCOM.

4.5.3. Training groups will prepare a quarterly (fiscal year) summary on GAS. GAS summaries will not contain Privacy Act information. TRGs will post the GAS Summary to the AETC Technical and Basic Military Training Evaluation CoP at **https://www.my.af.mil/afknprod/community/views/home.aspx?Filter=AE-ED-00-53** no later than 45 days following the quarter (for example, 15 May for the January – March quarter) and notify HQ AETC/A3T, 2 AF/TTOC, and the appropriate CFM it is available for review. **Note:** This report is exempt from the RCS requirements according to AFI 33-324, paragraph 2.11.12.

4.5.4. Training groups will establish procedures for tracking and follow-up of GASs to ensure concerns or problems identified are corrected. As a minimum, surveys indicating less than meets standard ratings on questions 1 through 6 require follow-up if enough information from supervisor inputs are incomplete or inconclusive. GASs containing comments on question 7 will be forwarded to the appropriate CFM. Any specific request for information or clarification on a GAS response will be processed the same as a CSIP inquiry.

4.6. **Field Evaluation Questionnaire (FEQ) and Field Evaluation Questionnaire Summary (FEQS).** FEQs are designed to solicit feedback from supervisors and/or graduates to determine if graduates were trained as specified in the training standard. FEQSs summarize questionnaire results. Upon request from AETC/A3P, training groups will provide specific FEQ information, annually or as necessary, to submit a request required to obtain a survey control number (SCN) IAW AFI 36-2601, *Air Force Survey Program.* Information requested normally consists of a list of projected courses with applicable target survey population for a specific time period.

4.6.1. When scheduling field evaluations, give priority to courses where there is a concern about training. Training groups will complete field evaluations on initial skill AFSC awarding and mandatory 7-skill level craftsman courses (to include Type 6) a minimum of every 2 years (from the date the last FEQS report was signed), or within 1 year prior to a forecasted U&TW (if the forecasted U&TW date is published in time to complete an FEQS). Medical training involving a Phase I (Type 3) course and a Phase II (Type 5) course may combine the results of both courses into one FEQS. Evaluate other courses when there is a concern about training. When an initial skill or mandatory 7-skill level course is brought on line for the first time or has undergone a major revision as defined in AETCI 36-2203, start a field evaluation using graduates two to three classes following completion of validation.

4.6.1.1. The Chief of Training Evaluation Office is the approval authority for exceptions to the 2-year requirement for a field evaluation. Some reasons for extending the evaluation cycle may include a major revision to the training standard or a lack of sample size for the questionnaire.

4.6.1.2. Training groups will document any extensions to the 2-year requirement and coordinate with the training manager. Include reasons for the extension, the date the last field evaluation was completed, and a revised evaluation date in the documentation. Forward copies of the documentation of an approved extension to the applicable CFM, AETC TPM, and 2 AF/TTOC.

4.6.2. Develop FEQs according to Attachment 10 to simplify completion by the customer. When questionnaires are being developed, request inputs from the CFM through the AETC TPM and course personnel. (Coordination at the U&TW may fulfill this requirement.) As a minimum, include questions concerning the ability of graduates to perform those tasks deemed critical and/or core to the career field.

4.6.3. Supervisors are the preferred source for evaluating recent graduates of initial skill courses. Survey graduates when a supervisory survey would not provide adequate feedback. When both graduate and supervisor data are gathered, present the data for each separately. In supervisor questionnaires, ask for an overall rating of graduates' job performance. In graduate questionnaires, ask for a rating of overall training provided.

4.6.4. Use Table 1 to determine the minimum number of questionnaires required. When applicable, use a representative sample of students from each MAJCOM, to include ANG, AFRC, and sister services.

4.6.5. Use the most direct route to the graduate's supervisor when requesting he or she complete an FEQ. This may mean routing through the base education and training manager. In order to achieve an adequate sample size, use one of the following methods:

4.6.5.1. **Shotgun.** Send an FEQ completion request to supervisors of graduates and/or graduates who have been in the field from 4 to 6 months at the same time. When using this method, data should be extractable by length of time. (For example, if mailing in June, send requests to those who graduated between January and March.)

4.6.5.2. **Sequential.** Send an FEQ completion request each month to graduates and/or supervisors of graduates who have been in the field for 4 months. Continue to send out mailings until a large enough sample is achieved to represent the career field. (For example, mail surveys in June for March graduates, in July for April graduates, in August for May graduates, etc.)

4.6.6. Conduct follow-up actions with the base education and training manager, force support squadron commander or equivalent if needed to reach the minimum confidence level. Achieving the desired confidence level is critical for evaluation, validity, and support of conclusions and actions in the FEQS. **Note:** If a problem area is identified that needs immediate attention, forward to the responsible training squadron for action. Do not use the criteria in paragraph 4.6.8 for this purpose.

4.6.6.1. When analyzing data, pay particular attention to those items deemed critical to the career field. If a critical item falls below the minimum adequacy criteria described in paragraph 4.6.8, carefully scrutinize the criteria to determine the cause. Make every effort to work with course personnel, training managers, AETC TPMs, CFMs, and other SMEs to determine the cause and the best course of action. Consider conducting a thorough analysis of the method of delivery, sequence of training, test results, washback rates, etc. Also consider conducting telephone interviews with supervisors of more recent graduates. When the desired confidence level is achieved, analyze the data received to identify possible problem areas and summarize using the format at Attachment 11.

4.6.6.2. When the desired confidence level is not attainable, analyze the data received to identify possible problem areas and summarize using the format at Attachment 11, specifically stating that the confidence level was not obtainable.

4.6.7. Using the format in Attachment 11 as a guide, report results of the FEQs, analysis, and summary of corrective actions taken or planned for all items not meeting the training adequacy or utilization criteria described in paragraph 4.6.8. This format may vary to accommodate local needs, but it must be signed by the training group commander. As an attachment to the FEQS, identify the items failing to meet either adequacy or utilization criteria. Consider all applicable feedback data, both internal and external, when preparing the FEQS. Any specific request for information or clarification related to training provided contained on a questionnaire comment sheet will be processed the same as a CSIP inquiry. **Note:** This report is exempt from the RCS requirements according to AFI 33-324, paragraph 2.11.12.

4.6.8. When the minimum required confidence level is achieved, training is considered adequate on a training standard item when 90 percent of usable surveys rate the training at or above the required level. Items falling below 50 percent utilization should be reviewed for retention, deletion, or alternate mode of training.

Table 1. Graduate Sampling. (Notes 1 and 2)

ITEM	A Course Graduates During Sample Period	B Sample Size Confidence Level			C Course Graduates During Sample Period	D Sample Size Confidence Level		
		95%	90%	80%		95%	90%	80%
1	10	10	10	9	700	255	195	133
2	20	19	19	18	750	261	199	134
3	30	28	27	25	800	267	202	136
4	40	36	35	32	850	272	205	137
5	50	44	42	38	900	277	208	139
6	60	52	49	44	1,000	286	213	141
7	70	60	56	49	1,100	293	217	143
8	80	67	62	54	1,200	300	221	144
9	90	73	68	58	1,300	306	224	146
10	100	80	73	62	1,400	311	227	147
11	101	81	74	63	1,500	316	229	148
12	110	86	78	66	1,600	320	231	149
13	120	92	83	69	1,700	324	233	149
14	130	98	88	72	1,800	327	235	150
15	140	104	92	75	1,900	330	237	151
16	150	109	97	78	2,000	333	238	151
17	160	114	101	81	2,200	338	241	152
18	170	119	104	83	2,400	343	243	153
19	180	124	108	86	2,600	347	245	154
20	181	125	109	87	2,800	350	247	155
21	190	129	112	88	3,000	353	248	155
22	200	133	115	90	3,500	358	251	157
23	250	154	130	99	4,000	364	253	157
24	300	171	142	106	5,000	370	257	159
25	350	187	153	112	7,000	378	261	160
26	400	200	161	116	10,000	383	263	161

27	450	212	169	120	15,000	390	265	162
28	500	222	176	123	25,000	394	268	163
29	550	232	181	126	50,000	397	269	163
30	600	240	186	129	100,000	398	270	164
31	650	248	191	131	---	---	---	---

NOTES:

1. Here is an example of how to use this table. If sample course production is 500 and 95 percent is the desired confidence level, then 222 usable questionnaires are required. This figure is 85 percent of the questionnaires to be mailed out. The number of questionnaires to be mailed is computed as follows: (Refer to AFHB 36-2235, Volume 9, for more information.)

$$\frac{85\%}{100\%} \quad = \quad \frac{222 \times 100}{X} \quad = \quad 85 \quad = \quad 261 \text{ (number of questionnaires to mail)}$$

2. Sample size numbers represent required usable returned questionnaires. For evaluation of courses with 100 or fewer graduates during the sampling period, an 80 percent confidence level is required. For courses with 101 through 180 graduates, a 90 percent confidence level is required. For courses with 181 or more graduates, a 95 percent confidence level is required.

5. HQ 2 AF Standardization/Evaluation (Stan/Eval) Program. HQ 2 AF will establish a Stan/Eval program that focuses on subordinate units' effectiveness in providing graduates who meet customers' needs and efficient use of Air Force resources. 2 AF Stan/Eval will also conduct formal evaluations for technical training conducted by AU at the Eaker Center.

5.1. **Stan/Eval Responsibilities:**

5.1.1. HQ 2 AF and the BMT group will establish Stan/Eval programs to provide information concerning strengths and recommended improvement areas to 2 AF, wing and group, and Eaker Center senior leadership on subordinate units' ability to provide quality graduates in a responsive, cost-effective, and efficient manner.

5.1.2. HQ 2 AF Stan/Eval will:

5.1.2.1. Schedule and conduct formal evaluations on a cycle not to exceed 24 months for training groups and 36 months for geographically separated units (GSU). (EXCEPTION: An inspection by HQ AETC/IG may substitute for a 2 AF Stan/Eval scheduled within one year.) The five-tier rating system will be used to define ratings in accordance with AETC Supplement 1 to AFI 90-201, *Inspector General Activities*.

5.1.2.2. Evaluate military and technical training within assigned activities/functions to include GSUs.

5.1.2.3. Conduct special evaluations as directed by 2 AF/CC.

5.1.2.4. Maintain a schedule for evaluating applicable organizations, updated annually. Provide a current copy to HQ AETC/A3T, A3P, IGIX, and HQ AETC Directorates Trusted Agents each January. When scheduling GSUs, consider schedules of other inspection agencies and past inspection results. Forward schedule changes to HQ AETC/A3T, A3P, IGIX, and HQ AETC Directorates Trusted Agents within 15 days of the published change. 2 AF/TTOC-A will maintain a current copy of 2 AF Stan/Eval inspection schedule on the 2 AF/TTOC community of practice (CoP).

5.1.2.5. Maintain the AETC Technical and Basic Military Training Evaluation CoP.

5.1.3. Review feedback to determine potential problem areas in training evaluation. Prepare a semiannual trend analysis and activities report utilizing HQ AETC/IG reports and 2 AF Stan/Eval trend analyses, and submit to HQ AETC/A3T and A3P by 20 March and 20 September. Identify Best Practices, Strengths, Recommended Improvement Areas and Deficiencies (with deficiency codes), as defined in AFI 90-201. Other items may be added as deemed appropriate. Best Practices must be validated IAW AFH 38-210, *Air Force Best Practices Clearinghouse*, before including in report.

Distribute copies to all training wing and training group commanders.

5.1.4. BMT Stan/Eval will:

5.1.4.1. Establish procedures for the BMT Stan/Eval program in a supplement to this instruction to evaluate BMT-unique activities and programs.

5.1.4.2. Provide via E-mail a trend analysis report semiannually, by 31 January (covering 1 Jul XX – 31 Dec XX of previous year) and 31 July (covering 1 Jan XX – 30 Jun XX of current year), IAW format prescribed in the BMT supplement to AETCI 36-2201 to 2 AF/TTOC Workflow. Trend analysis is a study of common problems observed in organization evaluations and identification of causes and solutions applicable across organizations. Therefore, in the "Recommended Improvement Areas" and "Deficiencies" categories, identify the trend, number of cases cited (or percentage of total deficiencies) and problems encountered in correcting deficiencies, correlate trends with problems cited in previous trend analyses, and provide a root cause analysis. **Note:** This report is exempt from the RCS requirements according to AFI 33-324. Identify Best Practices, Strengths, Recommended Improvement Areas and Deficiencies (with deficiency codes), as defined in AFI 90-201. Best Practices must be validated IAW AFH 38-210 before including in report. Other items may be added as deemed appropriate.

5.2. Evaluations:

5.2.1. HQ 2 AF will evaluate technical training, military training and commanders' programs. As a minimum, the following technical training areas will be inspected: (1) instructor utilization, (2) proficiency, and training (including degreed faculty progress, faculty documentation, and motivational training, if applicable), (3) trainee administration and scheduling, (4) training development and training management, (5) feedback programs, and (6) TA evaluations. Motivational training practices and military training will also be evaluated, where applicable. Commanders' programs evaluated include, but are not limited to, (1) resource management, (2) regulatory policy/guidance

issues, (3) self-inspection, (4) safety, (5) security, (6) family care plan, (7) leave program, (8) unit INTRO (sponsorship), and (9) fitness.

5.2.2. Conduct evaluations to collect the facts (positive and negative), and validate deficiencies.

5.2.2.1. Validation. 2 AF Stan/Eval will use a validation process that provides the evaluated unit the opportunity to clarify and/or rebut in a timely manner any potential deficiencies identified during the evaluation as well as coordinate with the appropriate MAJCOM staff functional on all critical and significant deficiencies identified during the evaluation. Evaluators will validate all potential deficiencies at the lowest appropriate unit and MAJCOM staff functional level and resolve any policy interpretation differences with the appropriate staff functional/OPR. All validated deficiencies will be documented in the report.

5.2.2.2. During the evaluation, 2 AF Stan/Eval team chief/leads and team members will provide status updates to the unit functional leads upon completion of the evaluated area. These validation sessions typically cover evaluated areas, general observations, positive areas noted, and potential problem areas, but will not cover ratings. This provides the evaluated units an opportunity to clarify issues noted. If a significant disagreement on policy/procedures occurs during validation sessions, the 2 AF Stan/Eval team member will coordinate with the higher headquarters (HHQ) functional for clarification. The HHQ functional will provide a written response to the 2 AF Stan/Eval evaluator (E-mail is valid) by the last duty day of the evaluation to confirm clarification. By the end of the evaluation, commanders should have a complete understanding of all the facts. 2 AF Stan/Eval team chief/lead will provide daily updates to senior leaders covering previous days' results.

5.2.3. Publish a report as required by the 2 AF/CC and suspense inspected activities based on the criteria in AETC Supplement 1 to AFI 90-201.

5.2.4. Post a copy of the approved report to the 2 AF/TTOC (CoP at **https://afkm.wpafb.af.mil/ASPs/docman/DOCMain.asp?Tab=0&FolderID=AE-ED-02-71-10&Filter=AE-ED-02-71**) and notify AETC/IG/A3T/A3PV within 30 calendar days of transmittal letter for final report.

5.2.5. **Evaluation Write-ups.** Reports will only include write-ups categorized as Strengths, Deficiencies, and Recommended Improvement Areas (RIA). RIAs will not be used to document procedural deviations or non-compliance; they are only used to recommend a more efficient or effective course of action.

5.2.5.1. Deficiency write-ups will:

5.2.5.1.1. Be assigned a unique tracking number.

5.2.5.1.2. Describe, in sufficient detail, the deficiency and contextual facts as necessary to clearly convey the defect requiring resolution. The written description alone should be adequate for the inspected party to begin corrective action planning.

5.2.5.1.3. Be assigned a deficiency severity of Critical, Significant, or Minor.

5.2.5.1.4. Reference the applicable instruction, technical order, policy letter, or other source documentation.

5.2.5.1.5. Address impact of continued deviation or non-compliance for critical deficiencies.

5.2.5.1.6. Identify MAJCOM functional OPR (MAJCOM functional office responsible for coordinating on unit's corrective action plan).

5.2.5.1.7. Identify Office of Collateral Responsibility (OCR), if applicable.

5.2.5.2. Deficiency Corrective Actions:

5.2.5.2.1. The 2 AF Stan/Eval will track all deficiencies and provide the evaluated unit with reply instructions as part of the final report. Corrective action plans will be provided to 2 AF Stan/Eval NLT 45 days after final inspection report is published.

5.2.5.2.2. The 2 AF Stan/Eval, after review and coordination by the responsible MAJCOM staff functional (s), will close all critical and significant unit-level and MAJCOM-level deficiencies. These deficiencies will be inspected during the unit's next scheduled inspection.

5.3. **Evaluator Training:**

5.3.1. HQ 2 AF will develop and document evaluator training. 2 AF Stan/Eval technical training evaluators will complete appropriate training reflected in AETCI 36-2202, *Faculty Development and Master Instructor Programs.* Additionally, the USAF IG School is required within 6 months of assignment to the position.

5.3.2. When electing to use augmenters to support evaluation efforts, 2 AF/TTOC will establish selection and training procedures to ensure augmenters are qualified to perform assigned duties.

6. Technical Training Group Training Assessment (TA) Program. Technical Training groups will establish a TA program to ensure compliance with applicable technical training policies on a day-to-day basis. **Note:** Due to unique mission requirements, the 517 TRG is only required to establish procedures for a limited TA Program in a supplement to this instruction. The AU Eaker Center is excluded from TA Program requirements.

6.1. Technical Training Group TA will:

6.1.1. Establish a program to conduct an average of no less than five no-notice evaluations per squadron per month except as noted in paragraph 6.1.1.1.6, to include instructor evaluations, subject-matter testing, safety observations, annual review of technical training (ARTT) program reviews, and data system reviews (e.g., Education and Training Course Announcements [ETCA]; TTMS; Student Transcript; Administration and Records System-Faculty Database [STARS FD]; etc). All areas will be evaluated each month, but each squadron does not have to be evaluated in every area each month. Additional evaluations may be conducted at the discretion of the TRG commander. (**Note:** Units are exempt from conducting TA evaluations during the month of AETC/IG or 2 AF Stan/Eval inspections. Exception: If HHQ inspection duration spans over two months (i.e., last week/first week) only one month can be exempted.)

6.1.1.1. Conduct no-notice instructor evaluations and no-notice subject matter testing. TRG TA personnel will notify the instructor supervisor to decertify instructors not meeting minimum subject matter testing proficiency requirements.

6.1.1.2. Conduct random safety and risk management observations based on Risk Management Annex in course training plan, plans of instruction, and lesson plans. TRG TA personnel will suspend training until risks are sufficiently mitigated as determined by the group commander.

6.1.1.3. Conduct random evaluations of compliance with applicable policies for training data systems usage (e.g., TTMS, ETCA, etc.)

6.1.1.4. Conduct random evaluations of instructor records for compliance with AETCI 36-2202 and the Community College of the Air Force (CCAF) *Campus Affiliation Policies, Procedures and Guidelines.*

6.1.1.5. Establish a program for randomly ensuring ARTTs are conducted in compliance with AETCI 36-2203 and approved supplements.

6.1.1.6. Conduct no-notice evaluations of GSUs on site once every 24 months for squadron sized and once every 36 months for all other GSUs for evaluation items that cannot be conducted at TRG. Where possible, conduct GSU evaluations in conjunction with field interviews and/or other concurrent field visits or TDYs.

6.1.2. Serve as TRG focal point for HHQ inspections, excluding self-inspections. Review corrective actions for deficiencies discovered during inspections, and track AFSO 21 initiatives to resolve significant and critical deficiencies.

6.1.3. Provide corrective action reports for deficiencies found during inspections. Continue follow-ups until such findings are resolved.

6.1.4. Semiannually, by 20 January (covering 1 Jul XX – 31 Dec XX of previous year) and 20 July (covering 1 Jan XX – 30 Jun XX of current year), provide via E-mail a trend analysis report as shown in Attachment 12 to 2 AF/TTOC Workflow. Trend analysis is a study of common problems observed in organization evaluations and identification of causes and solutions applicable across organizations. Therefore, in the "Recommended Improvement Areas" and "Deficiencies" categories, identify the trend, number of cases cited (or percentage of total deficiencies) and problems encountered in correcting deficiencies, correlate trends with problems cited in previous trend analyses, and provide a root cause analysis. **Note:** This report is exempt from the RCS requirements according to AFI 33-324. Identify Best Practices, Strengths, Recommended Improvement Areas and Deficiencies (with deficiency codes), as defined in AFI 90-201. Best Practices must be validated IAW AFH 38-210 before including in report. Other items may be added as deemed appropriate.

6.2. **Training Assessment Augmentation.** Select qualified personnel, such as instructor supervisors, training specialists and MTLs, whom are recommended by their training squadron commander to be augmenters. TA must maintain a listing of current augmenters.

6.3. **Training Assessment Evaluator Training**. Each permanent or augmenter TA evaluator must receive training prior to performing evaluation duties. TA evaluators must also complete appropriate training reflected in AETCI 36-2202 for Training Inspectors.

6.3.1. Develop a local training plan to train all TA personnel, including augmenters, to ensure uniformity in application of evaluation techniques and philosophy. Training must cover evaluation techniques, documentation and standardization of instructor evaluations, safety, risk management and security requirements associated with courses.

6.3.2. **(DELETED)**

7. Tracking Metrics. Each training group will develop and track metrics to show the effectiveness of its courses. When these metrics show a deficiency, develop and implement corrective actions.

8. Interservice Training. Evaluate interservice courses in accordance with AFI 36-2230-IP, *Interservice Training,* and applicable interservice agreements. Use caution to ensure AETC does not duplicate existing host-service evaluations that are adequate. The chief of the training evaluation unit may include or exclude other service graduates from surveys except when specifically requested to do so by officials of other services.

9. Use of Training Evaluation Data. Technical training groups will present evaluation data to CFMs, at U&TWs, and use this data to help develop training requirements. BMT will present evaluation data at the BMT Triennial Review.

10. Responsibilities:

10.1. HQ AETC/A3PV will set policy, review and coordinate on implementing supplements, evaluate waivers for approval or disapproval, and help resolve training evaluation questions.

10.2. Headquarters Second Air Force Technical Training Operations Center (2 AF/TTOC) will:

10.2.1. Monitor training evaluation programs for effectiveness and provide crossfeed of information between wings.

10.2.2. Review feedback to determine potential problem areas in training evaluation. Prepare a semiannual trend analysis and activities reports utilizing HQ AETC/IG reports and 2 AF Stan/Eval trend analyses, and post to the AETC Technical and Basic Military Training Evaluation CoP by 20 March and 20 September and notify HQ AETC/A3T, A3P, training wing and training group commanders it has been posted.

10.2.3. Conduct Staff Assistance Visits (SAV) upon request from training groups. Assistance should be limited to items listed in paragraph 5.2.1. Training groups will submit SAV requests through applicable wing to 2 AF/TTOC.

10.2.4. Send information to higher headquarters on request.

10.2.5. Route requests for software production support pertaining to training evaluations software other than TTMS through HQ AETC/A3PV to the AETC Computer Systems Squadron, Software Services Flight, AIS Life Cycle Support Section (AETC CSS/SCMSB). (See paragraph 10.3)

10.3. AETC CSS/SCMSB will provide data automation support for training evaluation programs other than TTMS, including development and update of training evaluation software and programming documentation.

10.4. Training groups will:

10.4.1. Establish a training evaluation program as required in this instruction to ensure all assigned courses provide quality training in a responsive and efficient manner.

10.4.2. Administer and monitor an internal feedback program to include student feedback, measurement review, elimination and washback trend analysis, and instructional review.

10.4.3. Prepare a semiannual report on Type 6 student feedback using the report at Attachment 4 (see paragraph 3.3.2).

10.4.4. Administer GASs and prepare a quarterly (fiscal year) summary on GASs. GAS summaries will not contain Privacy Act information. TRGs will post the GAS Summary to the AETC Technical and Basic Military Training Evaluation CoP no later than 45 days following the quarter (for example, 15 May for the January – March quarter) and notify HQ AETC/A3T, A3P, 2 AF/TTOC, and the appropriate CFM it is available for review. **Note:** This report is exempt from the RCS requirements according to AFI 33-324, paragraph 2.11.12.

10.4.5. Manage CSIP program.

10.4.6. Conduct FIs.

10.4.7. Encourage group personnel on TDY to solicit feedback on courses, when possible, and provide feedback to course personnel and evaluation offices.

10.4.8. Develop and administer FEQs. FEQSs will not contain Privacy Act information. Prepare and post FEQSs to AETC Technical and Basic Military Training Evaluation CoP and notify the following it has been posted:

10.4.8.1. The CFM.

10.4.8.2. HQ AETC/A3T (TPM).

10.4.8.3. HQ 2 AF/TTOC.

10.4.8.4. Applicable training groups, when prepared on standardized faculty development courses. (**Note:** Additional distribution will be determined by the group commander.)

10.4.9. Implement follow-up procedures to ensure problems identified in GASs, FEQSs, FIs, and CSIP inquiries are tracked and corrected. Within 30 days of publication of FEQSs, ensure feedback is provided via letter, phone, or video teleconference to the CFM.

10.4.10. Provide requested information to HQ AETC/A2/3/10, 2 AF/TTOC, and MAJCOMs.

10.4.11. Conduct other research or evaluation programs for the improvement of graduate or training quality as deemed necessary.

10.4.12. Route requests for software production support pertaining to training evaluations software other than TTMS through 2 AF/TTOC and HQ AETC/A3PV to AETC CSS/SCMSB. (See paragraph 10.3.)

10.4.13. Semiannually, by 20 January and 20 July, conduct trend analysis to include HHQ inspections and TA program evaluation results and submit report in format at attachment 12 to 2 AF/TTOC. (Eaker Center is exempt from requirement to submit semi-annual trend analysis report.)

10.4.13.1. Identify trends in feedback programs to include GAS and FEQ data, FIs, and student feedback data (if available).

10.4.13.2. If HHQ or commander-directed initiatives are conducted, identify Best Practices, Strengths, Recommended Improvement Areas and Deficiencies. Categories may include, but are not limited to items listed in paragraph 5.2.1. and current AETC Command Emphasis Items (CEIs).

10.4.14. Establish procedures to respond to BMT APSs in a timely manner.

10.4.15. Submit requests for 2 AF SAVs to 2 AF/TTOC.

10.5. BMT will:

10.5.1. Prepare a quarterly (fiscal year) summary (to include corrective actions as required on areas identified for improvement) on internal and external feedback results, BMT summaries will not contain Privacy Act information. Post the BMT Summary to the AETC Technical and Basic Military Training Evaluation CoP no later than 45 days following the quarter (for example, 15 May for the January – March quarter) and notify HQ AETC/A3T, A3PV, and 2 AF/TTOC it is available for review. **Note:** This report is exempt from the RCS requirements according to AFI 33-324, paragraph 2.11.12.

10.5.2. Prepare and provide a semiannual trend analysis report IAW paragraph 5.1.4.2.

11. Prescribed Forms: AETC Form 736, *Student Feedback*

11. Prescribed Forms:

AETC Form 736, *Student Feedback*

AETC Form 1610, *Graduate Evaluation Response*

12. Adopted Forms:

AF Form 847, *Recommendation for Change of Publication*

AETC Form 449, *Course Chart*

SCOTT BETHEL, Brigadier General, USAF
Deputy Director of Intelligence, Operations and
Nuclear Integration

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

AFI 33-324, *The Information Collections and Reports Management Program: Controlling Internal, Public, and Interagency Air Force Information Collections,* 1 June 2000

AFI 33-360, *Publications and Forms Management,* 18 May 2006

AFI 36-2201, *Air Force Training Program,* 15 September 2010

AFI 36-2230 (I), *Interservice Training,* 28 August 1998

AFI 38-501, *Air Force Survey Program,* 1 February 2010

AFMAN 36-2234, *Instructional System Development,* 1 November 1993

AFH 36-2235, Volumes 1-13, *Information for Designers of Instructional Systems*

AFH 38-210, *Air Force Best Practices Clearinghouse,* 9 April 2001

AFI 90-201, *Inspector General Activities,* 17 June 2009

AETCI 36-2203, *Technical and Basic Military Training Development,* 12 August 2009

AETCI 36-2215, *Training Administration,* 22 April 2003

AETCI 36-2601, *Occupational Analysis Program, Occupational Analysis Program,* 14 July 1999

Community College of the Air Force (CCAF) *Campus Affiliation Policies, Procedures and Guidelines.*

Abbreviations and Acronyms

AFMAN—Air Force Manual

AFRC—Air Force Reserve Command

AFRIMS—Air Force Records Information Management System

AFS—Air Force specialty

AFSC—Air Force specialty code

ANG—Air National Guard

APS—Airman Performance survey

ARTT—annual review of technical training

AU—Air University

BMT—Basic Military Training

CCAF—Community College of the Air Force

CEI—Commander Emphasis Items

CFETP—Career Field Education and Training Plan

CFM—Air Force career field manager

CSIL—customer service information line

CSIP—customer service information process

CTS—course training standard

DL—distance learning

DSN—Defense Switching Network

ETCA—education and training course announcements

FAS—functional address symbol

FEQ—field evaluation questionnaire

FEQS—field evaluation questionnaire summary

FI—field interview

GAS—graduate assessment survey

GSU—geographically separated units

HHQ—higher headquarters

IAAFA—InterAmerican Air Force Academy

IG—inspector general

MAJCOM—major command

MT—motivational training

MTL—military training leader

MTF—military training flight

NPS—non-prior service

OAR—occupational analysis report

PCS—permanent change of station

PC—personal computer

RCS—reports control symbol

RDS—Records Disposition Schedule

SAV—staff assistance visits

SKT—specialty knowledge test

SME—subject-matter expert

Stan/Eval—standardization/evaluation

TA—training assessment

TDY—temporary duty

TEP—training evaluation program

TPM—training pipeline manager

TRG—training group

TTMS—technical training management system

U&TW—utilization and training workshop

Attachment 2

SAMPLE IN-RESIDENCE TRAINING END-OF-COURSE STUDENT FEEDBACK SURVEY

Course Number & Title _____

Class ID _____

Shift and Section (if applicable) _____

Graduation Date _____

MTF Squadron (if applicable) _____

Student Name (optional unless reply requested) _____

Student Address (optional unless reply requested) _____

This questionnaire asks for your impressions of the overall training, training environment, training facilities, and the quality of instruction. Use the scale provided to indicate your rating of these areas and mark it on the answer sheet provided.

A. Strongly Agree   B. Agree   C. Disagree   D. Strongly Disagree   E. Not Applicable

If you rate any item disagree or strongly disagree, please explain what areas you feel the training was inadequate. **PLEASE BE SPECIFIC.**

INSTRUCTOR

1. Instructor presentations were clear.

2. Instructors were knowledgeable in the subjects they taught.

3. Instructors maintained a safe learning environment.

4. Instructors established a positive learning environment.

5. Individual assistance was provided as needed.

CURRICULA

6. Instructional objectives were understandable.

7. Course training materials (for example study guides, workbooks, tech data, etc.) were clearly written.

8. Course training materials supported classroom instruction.

9. Instructional technology (for example, simulators, computer based training, etc.) enhanced learning.

CURRICULA (Non B, L, Q courses)

10. Course enhanced my knowledge, skills, and/or abilities.

MEASUREMENT

11. Measurement devices (for example, performance tests, progress checks, and/or written tests) covered course objectives.

CLASSROOM RESOURCES

12. Equipment (for example, simulators, trainers, computers, etc.) was available in sufficient quantities.

13. Equipment (for example, simulators, trainers, computers, etc.) was in good operating condition.

14. Classroom environment (for example, lighting, furniture, heat/air, etc.) was satisfactory for learning.

MILITARY TRAINING (NPS Only)

15. Military training leaders (MTL) clearly explained policies, procedures, and standards.

16. MTLs were approachable.

17. MTLs were available when I needed help or guidance.

18. MTLs were consistent in enforcing standards.

19. MTLs led by example.

20. Airman leaders (Ropes) were consistent in enforcing standards.

21. Airman leaders (Ropes) treated all students fairly.

22. Airman leaders (Ropes) were helpful.

GENERAL SUPPORT (NPS Only).

23. Assignment personnel were helpful.

24. My dormitory was sufficiently quiet to allow study.

25. My dormitory was sufficiently quiet to allow sleep.

26. I had sufficient time to study outside of the classroom.

27. I had sufficient time to eat lunch.

GENERAL SUPPORT (TDY Only)

28. Lodging personnel were responsive to my needs.

19. Lodging facilities were adequate.

BASE SUPPORT (ALL)

20. Base chapel programs met my needs.

31. Medical facilities met my needs.

32. The finance office met my needs.

33. The military personnel flight met my needs.

34. Base facilities (gym, theater, library, dry cleaners, etc.) met my needs.

35. Dining facilities were adequate.

VERALL (NPS Only)

36. I experienced a positive learning environment during technical training.

37. This experience has motivated me towards a successful military career.

Attachment 3

SAMPLE TYPE 6, DL END-OF-COURSE FEEDBACK

Course Title _____

Course Number _____

Course Start Date _____

Name of Instructor (if applicable) _____

Unit, Office Symbol, and Base _____

This questionnaire asks for your impressions of the overall training, training environment, training facilities, and the quality of instruction. Use the scale provided to indicate your rating of these areas and mark it on the answer sheet provided.

A. Strongly Agree   B. Agree   C. Disagree   D. Strongly Disagree   E. Not Applicable

COURSE EFFECTIVENESS

1. Course objectives were clearly stated.

2. Course objectives were relative to my job requirements.

3. Course content supported the objectives.

4. Course objectives were tested at appropriate times throughout the course.

5. Test questions adequately measured my knowledge of course objectives.

6. Test questions were understandable.

7. Beneficial and timely feedback/help was built into the courseware or was provided by the instructor.

8. Safety procedures were stressed.

9. Course was organized logically.

10. Course enhanced my knowledge, skills, and/or abilities.

ENVIRONMENT/EQUIPMENT

11. Learning environment (lighting, furniture, equipment, temperature) was satisfactory for learning.

12. Equipment required for course completion was easily accessible.

13. Equipment required for course completion functioned properly.

14. I knew how to receive technical assistance if required.

15. Technical assistance was provided in a timely manner.

COURSEWARE

16. Course materials were received in a timely fashion and in good condition.

17. The pace of course material was relative to the degree of difficulty.

18. The level of interaction enhanced my learning.

19. Course materials were easy to understand and user friendly.

20. Course pictures and videos were clear and supported training.

21. Audio added to the lesson presentations.

22. Course materials contained current and accurate information.

23. Identify the approximate number of hours required to complete the course (using the following scale).

A. 5-10 hours   B. 11-20 hours   C. 21-30 hours   D. 31-40 hours   E. 40+ hours

24. Identify your primary learning environment during course completion (using the following scale).

A. PC at work site   B. PC at home   C. Computer lab at Education Office

D.   Distance   Learning   E. Other (Please indicate)_____
classroom

OVERALL COURSE RATING

25. Overall rating of this course:

A. Outstanding   B. Excellent   C. Satisfactory   D. Marginal   E. Unsatisfactory

If your overall rating of this course is marginal or unsatisfactory, please explain in what areas you feel the training was inadequate. **PLEASE BE SPECIFIC.**

IF YOU ENCOUNTERED PROBLEMS WITH COURSE COMPLETION, PLEASE PROVIDE DETAILS FOR OUR CORRECTIVE ACTION.

Attachment 4

SAMPLE TYPE 6, DISTANCE LEARNING STUDENT FEEDBACK REPORT

Reporting Period: 1 Jul XX through 31 Dec XX

Course Title: *(Enter course name)*

Course Number: *(Enter course number)*

Number of Graduates: *(Number of graduates in reporting period)*

Number of Graduates Responding: *(Number of graduates in reporting period who responded)*

Number of Questions With Overall Rating of Less Than 90%: _____

Summary of Findings and Corrective Actions Taken or Planned: _____

(Training Group Commander's Signature)   Date

NOTE: If there are several Type 6 course reports, a cover memo signed by the training group commander will suffice in lieu of the commander signing every individual report.

Attachment:
Type 6 Student Feedback Questionnaire Data

TYPE 6 STUDENT FEEDBACK QUESTIONNAIRE DATA

(Course Number/Title)

From (Start Date to End Date)

	Total Resp QTR/YR	Percent Sat > QTR/YR	Percent UnSat QTR/YR	Strongly Agree QTR/YR	Agree QTR/YR	N/A QTR/YR	Disagree QTR/YR	Strongly Disagree QTR/YR
Course Effectiveness								
1. Course objectives were clearly stated.	11/11	100/100	0/0	1/1	7/7	0/0	0/0	0/0
2. Course objectives were relative to my job requirements.	11/11	100/100	0/0	3/3	8/8	0/0	0/0	0/0
3. Course content supported the objectives.	9/9	89/89	11/11	4/4	4/4	2/2	1/1	0/0
4. Course objectives were tested at appropriate times throughout the course.	11/11	91/91	9/9	4/4	6/6	0/0	1/1	0/0
5. Test questions adequately measured my knowledge of course objectives.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
6. Test questions were understandable.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
7. Beneficial and timely	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0

feedback/help was built into the courseware or was provided by the instructor.

8. Safety procedures were stressed.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
9. Course was organized logically.	11/11	91/91	9/9	3/3	7/7	0/0	1/1	0/0
10. Course enhanced my knowledge, skills, and/or abilities.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
Environment/Equipment								
11. Learning environment (lighting, furniture, equipment, and temperature) was satisfactory for learning.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
12. Equipment required for course completion was easily accessible.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
13. Equipment required for course completion functioned properly.	11/11	91/91	9/9	4/4	6/6	0/0	1/1	0/0
14. I knew how to receive technical assistance if required.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
15. Technical assistance was provided in a timely manner.	11/11	100/100	0/0	6/6	5/5	0/0	0/0	0/0
Courseware								
16. Course materials were received in a timely fashion and in good condition.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
17. The pace of course material was relative to the degree of difficulty.	11/11	100/100	0/0	3/3	8/8	0/0	0/0	0/0
18. The level of interaction enhanced my learning.	9/9	89/89	11/11	4/4	4/4	2/2	1/1	0/0
19. Course materials were easy to understand and user friendly.	11/11	91/91	9/9	4/4	6/6	0/0	1/1	0/0
20. Course pictures and videos were clear and supported training.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
21. Audio added to the lesson presentations.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
22. Course materials contained current and accurate information.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0

	5-10 hours	11-20 hours	21-30 hours	31-40 hours	40+ hours
23. Enter the approximate number of hours required to complete the course.	5/5	6/6	0/0	0/0	0/0
	PC at work	PC at home	Comp Lab	DL class	Other

24. Identify your primary learning environment during course completion.	11/11		1/1	0/0	2/2	1/1	1/1
			Outstanding	Excellent	Satisfactory	Marginal	Unsatisfactory
25. Overall rating of this course.	11/11	100/100	2/2	7/7	2/2	0/0	0/0

Comments

NOTE: Questions exempt from 90 percent rule. AETC schoolhouse has no direct control over these items for units outside AETC. However, data, comments, and any applicable corrective actions must be annotated.

Attachment 5

SAMPLE FIELD INTERVIEW (FI) GUIDES (FOR GRADUATES AND SUPERVISORS)

(DO NOT REPRODUCE)

SAMPLE FIELD INTERVIEW GUIDE FOR SUPERVISORS:

PART A - BACKGROUND DATA

1. COURSE GRADUATE ATTENDED

2. GRADUATE'S GRADE AND NAME (Last, First, MI)

3. DATE

4. NAME OF SUPERVISOR/GRADE/DSN/E-MAIL

5. DUTY AFSC AND TITLE OF SUPERVISOR

6. LENGTH OF TIME SUPERVISING GRADUATE

7. ORGANIZATION

8. BASE

9. MAJCOM

PART B - FINDINGS (FOR SUPERVISOR OF ENLISTED COURSE GRADUATES ONLY)

1. Are you knowledgeable of the training requirements outlined in the training standard?

       YES   NO

2. Has the graduate performed assigned tasks to the proficiency levels specified for the skill level in the training standard? (If NO, identify applicable tasks below.)

       YES   NO

3. Has the graduate performed tasks other than those listed in the training standard? (If YES, list tasks below.)

       YES   NO

4. Does the job performance of the graduate indicate he or she might have received more training than necessary for particular tasks? (If YES, describe below.)

       YES   NO

5. Has it been necessary to conduct additional training because of apparent deficiencies in the course? (If YES, describe deficiencies below.)

YES   NO

6. Is the graduate making satisfactory progress? (If NO, list problems below.)

YES   NO

7. Do you have any suggestions that would improve this course? (If YES, explain below.)

YES   NO

8. Please rate the graduate's overall job performance, using the following rating scale. (*NOTE:* Please explain a marginal or unsatisfactory rating.)

OUTSTANDING   EXCELLENT   SATISFACTORY   MARGINAL   UNSATISFACTORY

9. Everything considered, are you satisfied with the attitude and motivation of this recent graduate? (If NO, explain below.)

YES   NO

PART C - FINDINGS (FOR SUPERVISORS OF SUPPLEMENTAL OR OFFICER COURSE GRADUATES ONLY)

1. Did the graduate experience any significant difficulty in performing his or her duties that you consider the result of inadequate training in the course? (If YES, please explain.)

YES   NO

2. Please rate the graduate's overall job performance using the following rating scale. (Please explain a marginal or unsatisfactory rating.)

OUTSTANDING   EXCELLENT   SATISFACTORY   MARGINAL   UNSATIS-
FACTORY

3. Do you have any suggestions that would improve this course? (If YES, explain below.)

YES   NO

4. Would you recommend this course to others? (Please explain why or why not.)

YES   NO

PART D - MISCELLANEOUS DATA (FOR ALL SUPERVISORS)

1. Other comments and recommendations regarding the training.

2. Would you like a return phone call from our evaluation office?

YES   NO   Your DSN:

NAME OF INTERVIEWER

(DO NOT REPRODUCE)
SAMPLE FIELD INTERVIEW GUIDE FOR GRADUATES:

PART A - BACKGROUND DATA

 1. COURSE ATTENDED

 2. GRADUATE'S GRADE AND NAME (Last, First, MI) /DSN/E-MAIL

 3. DATE

 4. DATE GRADUATED FROM COURSE

 5. DUTY AFSC

 6. DUTY TITLE

 7. ORGANIZATION

 8. BASE

 9. MAJCOM

PART B - FINDINGS

1. Did the course adequately prepare you to perform all of your present duties? (If NO, please explain.)

     YES   NO

2. Should more training be given in any particular area(s) of the course? (If YES, please explain.)

     YES   NO

3. Is any part of the training unnecessary? (If YES, please explain.)

     YES   NO

4. Do you have any specific recommendations for improving the course? (If YES, please explain.)

     YES   NO

5. Please rate how well you were trained overall to perform your job. (*NOTE:* Please explain a marginal or unsatisfactory rating.)

     OUTSTANDING   EXCELLENT   SATISFACTORY   MARGINAL   UNSATISFACTORY

PART C - MISCELLANEOUS DATA

1. Other comments/recommendations regarding training.

2. Would you like a return phone call from our evaluation office?

     YES   NO   Your DSN:

NAME OF INTERVIEWER

Attachment 6

SAMPLE CUSTOMER SERVICE INFORMATION PROCESS (CSIP) TEMPLATE

(DO NOT REPRODUCE)

Control No:

Received By: Date: Time:

Data Received Via: Phone   Letter   E-mail   Other

Requester's Name, Grade, and DSN:

Mailing Address

Graduate's Name and Grade:

Graduation Date   Course Attended

Course Title: Training Standard Date:

Problem/Concern:

          RESPONSE

Answered in Eval by: Date: Time:

Suspense Date: Received By: Date:

Who Responded?   Section: Date: Time:

Responded By (Circle One):   Phone   Letter   E-mail   Other

Nature of Response:

Copies Sent To: MAJCOM   CFM   2 AF/TTOC   Other

Remarks:

Customer Expressed Satisfaction   ☐   Customer Satisfaction Sent   ☐

Attachment 7

SAMPLE CUSTOMER SATISFACTION SURVEY

(DO NOT REPRODUCE)

XX Training Group
Street Address
XXXX Air Force Base, State, ZIP Code   Customer Satisfaction Survey

Course Number:

Dear Supervisor/Graduate,

Thank you for using the AETC Feedback System! It is important to us that you are satisfied with our response to you. Please take a moment to read the following questions and circle the appropriate answers. Your reply will help us continuously improve our feedback process.

                                        JOHN H. WEEDS, Colonel, USAF
                                        Commander

1. Did we answer your question adequately?   Y   N

2. Do you consider our response timely?   Y   N

3. If you would like a call from an evaluator to discuss your question further, please provide:

Name/Grade:

Organization:

Phone Number/E-Mail Address:

Best day/time to call:

Comments:

Attachment 8

SAMPLE GRADUATE ASSESSMENT SURVEYS (GAS) (ENLISTED AND OFFICER)

TRW/CC   **GRADUATE ASSESSMENT SURVEY**
Street Address   **(ENLISTED)**
Base, State, Zip

Supervisor of Graduates**,**

Since you have supervised the graduate on the job, we believe you are one of the best judges of the effectiveness of our technical training programs. Please review your current Career Field Education and Training Plan (CFETP) or Specialty Training Standard (STS) as you complete this survey. Return the completed survey to your local Education and Training Manager or action office. We are committed to improving our programs to better serve you. Please enter your name, grade, duty phone, and duty hours in the area provided so we may follow up if necessary. Thanks for your time.

Bitmap of Commander's Signature
TRW/CC or TRG/CC Signature Block

Your Name_____
E-Mail_____
Grade___ DSN_____ Duty Hours_____

If you are unable to complete this survey, please indicate the reason by marking one of these choices. Graduate was:

__TDY over 60 Days __PCS __Not Assigned __No Security Clearance __Other (explain below)

_____

_____

Question #1

What is your assessment of the graduate's observance of military bearing and customs and courtesies to include proper reporting procedures, proper rendering of the salute, respect for the flag, and display of Air Force Core Values?

   1 - Well Below Standards / Unacceptable

   2 - Below Standards / Unsatisfactory

   3 - Does Not Meet Standards / Marginal

   4 - Meets Standards / Satisfactory

   5 - Above Standards / Excellent

   6 - Well Above Standards / Outstanding

For ratings of 1, 2, and 3, please identify the specific deficiency so it can be adequately addressed.

Check one or more that apply:

_ Financial Irresponsibility

_ Personal Accountability

_ Non-Team Player

_ Customs/Courtesies

_ Immaturity

_ Substance Abuse

_ Lack of Discipline

_ Lack of Respect

_ Disrespect for Authority

_ Lack of Integrity

_ Late for Duty

_ Misses Appointments

_ Lack of Interest

_ Other (This selection requires a comment.)

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

_____

_____

Question #2

What is your assessment of the graduate's observance of Air Force standards for dress and personal appearance to include proper wear of uniform combinations?

   1 - Well Below Standards / Unacceptable

   2 - Below Standards / Unsatisfactory

   3 - Does Not Meet Standards / Marginal

   4 - Meets Standards / Satisfactory

   5 - Above Standards / Excellent

   6 - Well Above Standards / Outstanding

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

_____

_____

Question #3

Based on your initial evaluation as required by AFI 36-2201 how would you rate the graduate's ability to perform hands-on tasks at the proficiency levels specified in the 3-level course column in the CFETP/STS?

    1 - Well Below Standards / Unacceptable

    2 - Below Standards / Unsatisfactory

    3 - Does Not Meet Standards / Marginal

    4 - Meets Standards / Satisfactory

    5 - Above Standards / Excellent

    6 - Well Above Standards / Outstanding

For ratings of 1, 2, and 3, please identify the task(s) and graduate's actual proficiency level using the proficiency code key in the CFETP/STS and check one or more of the following that apply:

    _ Lack of Subject Knowledge

    _ Failure to Follow Instructions

    _ Lack of Technical Skills

    _ Lack of Responsibility

    _ Poor Reading Skill

    _ Inability to Use Publications/TOs

    _ Failure to Follow Safety Procedures

    _ Poor Communication Skills

    _ Physical Limitations

    _ Other (This selection requires a comment.)

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

_____

_____

Question #4

Based on your initial evaluation as required by AFI 36-2201 how would you rate the graduate's understanding of the subject knowledge items specified in the 3-level course column in the CFETP/STS?

    1 - Well Below Standards / Unacceptable

    2 - Below Standards / Unsatisfactory

    3 - Does Not Meet Standards / Marginal

    4 - Meets Standards / Satisfactory

5 - Above Standards / Excellent

6 - Well Above Standards / Outstanding

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

_____

_____

Question #5

What is your assessment of the graduate's ability to effectively use references (i.e., instructions, technical orders, commercial publications, etc.) listed for items in the 3-level course column of the CFETP/STS? For ratings of 1, 2, and 3, please identify in your comments the specific references you felt the graduate could not effectively use.

1 - Well Below Standards / Unacceptable

2 - Below Standards / Unsatisfactory

3 - Does Not Meet Standards / Marginal

4 - Meets Standards / Satisfactory

5 - Above Standards / Excellent

6 - Well Above Standards / Outstanding

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

_____

_____

Question #6

What is your assessment of the graduate's ability to effectively use required support equipment (i.e., diagnostic equipment, test equipment, computer systems, tools, instruments, etc.) to perform his/her 3-level duties? For ratings 1, 2 and 3, please identify in your comments the specific support equipment you felt the graduate could not effectively use.

1 - Well Below Standards / Unacceptable

2 - Below Standards / Unsatisfactory

3 - Does Not Meet Standards / Marginal

4 - Meets Standards / Satisfactory

5 - Above Standards / Excellent

6 - Well Above Standards / Outstanding

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

_____

_____

Question #7

How well do the items and/or associated proficiency levels listed in the CFETP/STS meet the 3-level job requirements in your work center? For ratings 1, 2 and 3, please identify in your comments tasks not currently in the CFETP/STS you feel 3-levels in your workplace need to perform or tasks where a different level of proficiency is required.

1 - Well Below Standards / Unacceptable

2 - Below Standards / Unsatisfactory

3 - Does Not Meet Standards / Marginal

4 - Meets Standards / Satisfactory

5 - Above Standards / Excellent

6 - Well Above Standards / Outstanding

For ratings of 1, 2, and 3, describe the specific deficiency so it can be adequately addressed.

Check one or more that apply:

_Working Outside Primary Duty

 _Working on Unique Equipment

 _3-Level CFETP Tasks Not Applicable to this Location

 _Other (This selection requires a comment.)

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

_____

_____

Question #8

What is the graduate's current fitness level? (If member has not performed a fitness assessment at current assigned location, choose answer 1, but include most recent AFFMS score from BMT or Tech School documented on the Student Training Report.)

   1 - Have not tested at current location

   2 - Below standard   (60-74.9)

   3 - Scores above 75 but failed component

   4 - Meets standard   (75-79.9)

   5 - Above Standard   (80-89.9)

6 - Well above Standard   (90-100)

Comments (We need your feedback for Scores above 75 but failed component and Below Standard responses.)

_____

_____

Questions? Call XXX Training Group Evaluation Office at DSN XXX-XXXX.

For Official Use Only—when filled in

_____

TRW/CC   **GRADUATE ASSESSMENT SURVEY**
Street Address   **(OFFICER)**
Base, State, Zip

Supervisor of Graduates,

Since you have supervised the graduate on the job, we believe you are one of the best judges of the effectiveness of our technical training programs. Please complete this survey and return it to your local education and training manager or action office. We are committed to improving our programs to better serve you. Please enter your name, grade, duty phone, and duty hours. Without them, we cannot follow up if necessary. Thanks for your time.

Your Name_____
E-Mail_____
Grade___ DSN_____ Duty Hours_____

Bitmap of Commander's Signature
TRW/CC or TRG/CC Signature Block

If you are unable to complete this survey, please indicate the reason by marking one of these choices. Graduate was:

__TDY over 60 Days __PCS __Not Assigned __No Security Clearance __Other (explain below)

_____

Question #1

What is your assessment of the graduate's observance of military bearing, customs and courtesies, and display of Air Force Core Values?

    1 - Well Below Standards / Unacceptable

    2 - Below Standards / Unsatisfactory

    3 - Does Not Meet Standards / Marginal

    4 - Meets Standards / Satisfactory

    5 - Above Standards / Excellent

    6 - Well Above Standards / Outstanding

For ratings of 1, 2, and 3, please identify the specific deficiency so it can be adequately addressed.

Check one or more that apply:

    _ Financial Irresponsibility

    _ Personal Accountability

    _ Non-Team Player

    _ Customs/Courtesies

    _ Immaturity

    _ Substance Abuse

    _ Lack of Discipline

    _ Lack of Respect

    _ Disrespect for Authority

    _ Lack of Integrity

    _ Late for Duty

    _ Misses Appointments

    _ Lack of Interest

    _ Other (This selection requires a comment.)

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

_____

_____

Question #2

What is your assessment of the graduate's observance of Air Force standards for dress and personal appearance to include proper wear of uniform combinations?

  1 - Well Below Standards / Unacceptable

  2 - Below Standards / Unsatisfactory

  3 - Does Not Meet Standards / Marginal

  4 - Meets Standards / Satisfactory

  5 - Above Standards / Excellent

  6 - Well Above Standards / Outstanding

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

  _____

  _____

Question #3

Based on your initial evaluation as required by AFI 36-2201 how would you rate the graduate's ability to perform hands-on tasks effectively?

  1 - Well Below Standards / Unacceptable

  2 - Below Standards / Unsatisfactory

  3 - Does Not Meet Standards / Marginal

  4 - Meets Standards / Satisfactory

  5 - Above Standards / Excellent

  6 - Well Above Standards / Outstanding

For ratings of 1, 2, and 3, please identify the task(s) and check one or more of the following that apply:

  _ Lack of Subject Knowledge

  _ Failure to Follow Instructions

  _ Lack of Technical Skills

  _ Lack of Responsibility

  _ Poor Reading Skill

  _ Inability to Use Publications/TOs

  _ Failure to Follow Safety Procedures

  _ Poor Communication Skills

  _ Physical Limitations

_ Other (This selection requires a comment.)

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

_____

_____

Question #4

Based on your initial evaluation as required by AFI 36-2201 how would you rate the graduate's understanding of subject knowledge items in performing his/her duties effectively?

   1 - Well Below Standards / Unacceptable

   2 - Below Standards / Unsatisfactory

   3 - Does Not Meet Standards / Marginal

   4 - Meets Standards / Satisfactory

   5 - Above Standards / Excellent

   6 - Well Above Standards / Outstanding

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

_____

_____

Question #5

What is your assessment of the graduate's ability to effectively use references (i.e., instructions, technical orders, commercial publications, etc.) to perform his/her duties? For ratings of 1, 2, and 3, please identify in your comments the specific references you felt the graduate could not effectively use.

   1 - Well Below Standards / Unacceptable

   2 - Below Standards / Unsatisfactory

   3 - Does Not Meet Standards / Marginal

   4 - Meets Standards / Satisfactory

   5 - Above Standards / Excellent

   6 - Well Above Standards / Outstanding

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

_____

_____

Question #6

What is your assessment of the graduate's ability to effectively use required support equipment (i.e., diagnostic equipment, test equipment, computer systems, tools, instruments, etc.) to perform his/her duties? For ratings 1, 2 and 3, please identify in your comments the specific support equipment you felt the graduate could not effectively use.

    1 - Well Below Standards / Unacceptable

    2 - Below Standards / Unsatisfactory

    3 - Does Not Meet Standards / Marginal

    4 - Meets Standards / Satisfactory

    5 - Above Standards / Excellent

    6 - Well Above Standards / Outstanding

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

    _____

    _____

Question #7

How well did the training received by the graduate meet job requirements in your work center? For ratings 1, 2 and 3, please identify in your comments tasks not currently trained you feel initial skill officers in your workplace need to perform or tasks where a different level of proficiency is required.

    1 - Well Below Standards / Unacceptable

    2 - Below Standards / Unsatisfactory

    3 - Does Not Meet Standards / Marginal

    4 - Meets Standards / Satisfactory

    5 - Above Standards / Excellent

    6 - Well Above Standards / Outstanding

Comments (We need your feedback for Does Not Meet Standards, Below Standards, and Well Below Standards responses.)

    _____

    _____

For ratings of 1, 2, and 3, describe the specific deficiency so it can be adequately addressed.

Check one or more that apply:

    _ Workcenter has specialized requirements

    _ Workcenter has specialized equipment and hardware

_ Training is not appropriate for workcenter mission

_ Training is not in-depth enough

_ Other (This selection requires a comment.)

Question #8

What is the graduate's current fitness level? (If member has not performed a fitness assessment at current assigned location, choose answer 1, but include most recent AFFMS score from officer commissioning source or Tech School documented on the Student Training Report)

1 - Have not tested at current location

2 - Below Standards   (60-74.9)

3 - Scores above 75 but failed component

4 - Meets Standards   (75-79.9)

5 - Above Standards   (80-89.9)

6 - Well Above Standards (90-100)

Comments (We need your feedback for Scores above 75 but failed component and Below Standard responses.)

_____

_____

Questions? Call XXX Training Group Evaluation Office at DSN XXX-XXXX.

For Official Use Only—when filled in

Attachment 9

SAMPLE GAS EXECUTIVE SUMMARY XX TRG

Surveys Received (1 April 2010 - 30 June 2010)

Q1. What is your assessment of the graduate's adherence to military standards and AF Core Values upon arrival at your installation?

Q2. How would you rate the graduate's ability to perform at the apprentice level as defined in the CFETP/STS?

Q3. How well do the apprentice job requirements outlined in the CFETP/STS meet the 3-Level job requirements in your workplace?

Q4. What is your assessment of the graduate's familiarity/awareness of the AF's expeditionary mission?

Course # and Title	(1) **Usable Surveys** (QTR/YR)	(2) **Sat or Higher** (QTR/YR)	(3) **Percent Sat** (QTR/YR)	Q1 # Below Sat (QTR/YR)	Q2 # Below Sat (QTR/YR)	Q3 # Below Sat (QTR/YR)	Q4 # Below Sat (QTR/YR)
AABR3E731 0A1A							
	113/113	109/109	96 / 96	4 / 4	1 / 1	0 / 0	0 / 0
							(4) **5/5**

FIRE PROTECTION APPRENTICE

(5)	Q1 % Sat (QTR/YR)	Q2 % Sat (QTR/YR)	Q3 % Sat (QTR/YR)	Q4 % Sat (QTR/YR)
	96 / 96	99 / 99	100 / 100	100 / 100

(6)

COMMENTS: Q1: Field: Supervisor was concerned with the airman's attitude. After a slow start with upgrade training, airman is doing well. **School:** Airman was a rope and student of the month so he was highly motivated. **Q1: Field:** Airman consistently failed to show up for work on time. **School:** This problem was noted during technical training. **Q1: Field:** Airman entered work center not meeting weight standards. **School:** New procedures in place. **Q1 & Q2: Field:** Airman has been counseled for coming in late to work. He did not know how to use hand tools. **School:** The importance of being on time and reliable is and will continue to be stressed by instructors and MTLs. We teach how to use hand tools in class and lab.

NOTES:

1. Number of usable surveys received in quarter/year.

2. Number of surveys where both Q1 and Q2 are satisfactory or higher. Q3 is not counted.

3. Percent satisfied calculated by dividing column 3 by column 2 rounded to nearest whole number (example 109/113 = 96.46 percent rounded to 96 percent).

4. Number of Surveys with no response to Q1, Q2, Q3, or Q4.

5. Percent satisfied for Q1, Q2, Q3 and Q4 {(# Usable Surveys – # Surveys with no response – # Below Sat)/(# Usable Surveys - # Surveys with no response)}.

6. Comments describing follow-up on less than satisfactory responses for Q1, Q2, and Q4.

Attachment 10

FIELD EVALUATION QUESTIONNAIRE DEVELOPMENT

A10.1. Factors to Consider When Designing Questionnaires for the USAF Graduate Evaluation Program. When evaluators construct the field evaluation questionnaire, the following three major areas should be considered:

A10.1.1. **Obtaining Data to Meet the Objectives of Field Evaluation.** The objective of every evaluation project is to determine if graduates are adequately trained to perform the tasks taught in the course and required in the field. Word the questionnaire so it can be understood and answered with relative ease. Extensive background questions may also be used to permit meaningful analysis of data received. Behavioral statements and questions of observable performance should be used where possible. Emphasis should be on tasks taught in the course. Limit questions on knowledge-level objectives to a minimum. When developing the initial FEQ, emphasis should be on surveying major training standard items or headings rather than on surveying individual training standard items. Individual items may be surveyed in a subsequent survey if there are indicators of a problem in a particular area.

A10.1.2. **Providing Sufficient Instructions to Ensure Completion of Questionnaires.** State the purpose of the survey, authority under which it is conducted, suspense date for completion (and return if mailed), and to whom questions can be referred. Provide information on the importance of the survey and the mechanics of how to fill out the questionnaire.

A10.1.3. **Designing Questionnaires for the AETC Graduate Evaluation Data System.** Design questionnaires for use with a standardized computer analysis program. Written comments can also be obtained from the respondent by providing a remarks section on the questionnaire.

A10.2. First Question on Both Questionnaires. If the questionnaire cannot be completed, this question will ask the respondent to indicate why. This question is mandatory. He or she will pick an answer from the following choices:

Supervisor Questionnaire

0 - Working in another AFSC (explain on remarks sheet)

1 - Discharge

2 - Member does not meet standards of conduct

3 - No security clearance

4 - Transferred/reassigned

5 - Not assigned/assignment canceled

6 - Disqualified under Personnel Reliability Program

7 - Medically disqualified

8 - Other (explain on remarks sheet)

Graduate Questionnaire

0 - Working in another AFSC

1 - Awaiting security clearance

2 - Working in another duty position

3 - Attending additional formal training

4 - Medically disqualified

5 - Working in Quality Control

6 - Working in Job/Production Control

7 - Other (explain on remarks sheet)

A10.3. Rating Scale. The FEQ is used to determine if graduates were trained as specified in the training standard. In order to meet this objective, the rating scale should mirror the training standard proficiency requirements as closely as possible. When surveying supervisors, use the task performance proficiency code descriptions (for example, Extremely Limited, Partially Proficient, etc.) whenever possible. Limit the use of satisfaction levels to only those FEQs that the proficiency code does not apply to or when surveying graduates about the training they received.

A10.4. Last Question on the Supervisor's Questionnaire. Include a question that asks the supervisor to rate the graduate's overall preparation for the job. For example, "Based on your responses to (*items one through the last question relating to the STS/CTS*), please provide an overall rating of how well the course (*list course name*) prepared the graduate to perform assigned duties as an apprentice (*enter job title*)." **Note:** Use a rating scale similar to the one used for the GAS.

A10.5. Last Question on the Graduate's Questionnaire. Include a question that asks the graduate to rate the overall training provided. For example, "How would you rate the overall training provided?" **Note:** Use a rating scale similar to the one used for the GAS.

Attachment 11

FORMAT FOR FIELD EVALUATION QUESTIONNAIRE SUMMARY (FEQS)

Course Title:

Course Number:

Course Length:

Instructional Design:

Elimination Rate:

Number of Questionnaires Used:

Overall Rating of Training Provided:

Number of Tasks Failing to Meet 90 percent Adequacy Criterion: *

Number of Tasks Failing to Meet 50 percent Utilization Criterion: *

Summary of Findings and Corrective Actions Taken or Planned: **

_____   _____
(Training Group Commander's Signature)   Date

*Attach questionnaire data on all tasks not meeting the 90 percent training adequacy criteria or the 50 percent training utilization criteria. Identify all repeat failures from previous FEQSs.

**Consider all other applicable feedback data. Include list of comments.

Attachment 12

SAMPLE SEMIANNUAL TREND ANALYSIS REPORT

TRAINING GROUP

SEMIANNUAL TREND ANALYSIS REPORT

1.   Activities:

   a.   Units/functions evaluated this period and any ratings assessed (if used)

   b.   Follow-up conducted

   c.   Staff assistance provided

   d.   Special projects

Example

HHQ and commander directed inspections of XX units/functions were conducted during this period. Of the XX courses evaluated, XX were rated as "Met the Standard," XX were rated as "Did Not Meet the Standard," and XX was not rated due to recent transition and development status.

Follow-up evaluations were conducted on all deficiencies; of the XX deficiencies that were open from the last report, only XX remain(s) open. A total of XX deficiencies were assessed in the various reports this reporting period. Of that number, XX were closed and XX remain open with no overdue responses.

SAVs were conducted on two units at the direction of the ## TRG/CC. One special project was conducted. (*Explain special project*)

2. Trend Analysis (cumulative to cover 6-month period):

   a. Feedback Program Trends:

   (1) <u>Graduate Assessment Survey (GAS) Data:</u>

-- A total of #,### GAS surveys were mailed from 1 Jan – 30 Jun in CY10, with #,### returned including #,### useable surveys. GAS results showed at ##% meets standard rate for all courses.

CY## 1 Jan – 30 Jun									
Training Group	# of surveys received	# of surveys received Q1 Meets STD	% of surveys received Q1 Meets STD	# of surveys received Q2 Meets STD	% of surveys received Q2 Meets STD	# of surveys received Q3 Meets STD	% of surveys received Q3 Meets STD	# of surveys received Q4 Meets STD	% of surveys received Q4 Meets STD
## TRG	#,###	#,###	##%	#,###	##%	#,###	##%	#,###	##%

CY## 1 Jan – 30 Jun									
Training Group	# of surveys received	# of surveys received Q5 Meets STD	% of surveys received Q5 Meets STD	# of surveys received Q6 Meets STD	% of surveys received Q6 Meets STD	# of surveys received Q7 Meets STD	% of surveys received Q7 Meets STD	# of surveys received Q8 Meets STD	% of surveys received Q8 Meets STD
## TRG	#,###	#,###	##%	#,###	##%	#,###	##%	#,###	##%

   (2) <u>Field Evaluation Questionnaire (FEQ) Data:</u>

Example

In 2010, from 1 Jan – 20 Jun, there were a total of XX courses that met the requirement for an FEQ to be accomplished. Of those XX courses, XX FEQs were mailed or completed, XX waivers were approved and XX courses did not require an FEQ in the year. Requirements for the waivers on the courses ranged from courses being in revision to courses labeled low flow. In those courses where tasks did not meet the XX % adequacy criterion, corrective actions were identified and discussed at the appropriate U&TW.   By comparison, in 2009, from 1 Jul – 31 Dec, there were XX courses that met the requirements for FEQs to be accomplished. Of those XX courses, XX FEQs were conducted, XX waivers were approved and XX courses did not require an FEQ to be accomplished in that year.

   (3) <u>Field Interview:</u>

Example

Four field interview visits were conducted this reporting period at twelve locations, interviewing XXX graduates and XXX supervisors. From these interviews, XX percent of the graduates and XX percent of the supervisors rated "*base name*" training at satisfactory or higher. During these visits, interviews were conducted with graduates and their supervisors/trainers, and discussions were held with senior unit leadership to ask for recommendations to improve the quality of graduates coming from "*base name*". These trips also provided the opportunity to reconnect with base and unit training managers to facilitate more FEQ and GAS returns.

Base	Date	# Supervisors Surveyed	# Graduates Surveyed
	MMM/YY	XX	XX
Totals		**XX**	**XX**

(4) Student feedback data (to include Type 6):

Example

The ## TRG administered XX,XXX Training Assessment Surveys (TAS) or EOC on-line surveys to graduates from 1 Jan – 30 Jun in CY10. The group had an overall satisfaction rating of XX .X percent. The TAS identified several intermittent problems in the courses which enabled the developers to take corrective actions. The quality of training equipment being used in the "*course name*" Apprentice Course received numerous negative comments and presented a negative trend for this course. A Special Equipment Survey was developed and implemented. The special equipment survey identified the specific equipment in question which enabled course personnel to take corrective action. Numerous monthly feedback comments identified problems with the old existing dormitories. New dormitories were built at the "*base name*" Training Annex and on main base, which greatly improved the feedback about the dormitories. The area of MTL helpfulness has shown negative trends during this reporting period for different squadrons. However, when these trends appeared, squadrons took aggressive actions to improve or change the operating procedures of their Military Training Flights and MTLs.

Base Support of Training Survey (BSTS): There were XX,XXX surveys administered with a satisfaction rating of XX .X percent. The monthly BSTS report is used for the base Balanced Scorecard. The group commander was proactive in helping resolve issues and improve the services provided to the students by communicating on a personal level with base organizational commanders.

b. If HHQ or commander-directed inspections are conducted, identify Best Practices, Strengths, Recommended Improvement Areas, and Deficiencies (with deficiency codes), as defined in AFI 90-201, *Inspector General Activities,* in the following categories as applicable:

(1) Training Development:

Example

BEST PRACTICE: Utilized an Excel spreadsheet to automate the AETC Form 668 to track high miss test items. Automatically highlights items with a XX percent or more miss rate per class. Encompasses separate tabbed areas for instructor, instructor supervisor, and TDE comments and review. Use of this product facilitated a one-stop-shop approach to quick and accurate tracking and reporting of high miss test items.

MINOR TREND: Student Feedback Program. (TR3.1; LS1.1) Student Feedback program required attention in two of the four units evaluated. The majority of errors noted were due to a lack of attention to detail. Root Cause Analysis determined personnel were adequately trained, and guidance was sufficient, however, closer supervision was required.

(DEFICIENCY) Student Feedback program in three courses required attention. Appointment letters inaccurate. Monitors not comparing training feedback submissions with course graduation rosters/course control documents to ensure end-of-course feedbacks conducted as scheduled. Feedbacks not accomplished, not maintained on file/destroyed as required, not routed properly, and not received by squadron monitor or Training Evaluations.

(2) Current AETC CIIs:

Example

TREND: Fitness Program Documentation (TR3.2; LS1.1). A trend in poor fitness program documentation led to serious issues with late test dates and tracking of personnel who scored poor or marginal on the fitness evaluation. This issue was further compounded by late administration of fitness screening questionnaires, late entry of test scores into the Air Force Fitness Management System, as well as lack of understanding of all program requirements. Thorough staff assistance visits by the base program manager helped to highlight fixes needed. Root cause analysis determined personnel were inadequately trained and lacked sufficient supervision and oversight.

                                         GROUP COMMANDER SIGNATURE

cc:

TRW/CC